R E P O R T R E S U M E S

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AN INVENTORY FOR THE ASSESSMENT AND IDENTIFICATION OF EDUCATIONALLY DISADVANTAGED CHILDREN FOR TITLE I, 1967-68. (TITLE SUPPLIED).

RACINE UNIFIED SCHOOL DIST. NO. 1, WIS.

PUB DATE 67

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THIS INVENTORY WAS DEVELOPED TO IDENTIFY EDUCATIONALLY DISADVANTAGED STUDENTS IN THE TEN RACINE, WISCONSIN, SCHOOLS ELIGIBLE FOR ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I FUNDS. THE ASSESSMENT CAN ALSO SERVE TO EVALUATE THE MOST PRESSING STUDENT NEEDS AND TO DEVELOP TITLE I PROGRAMS. THE INVENTORY CONSISTS OF A QUESTIONNAIRE AND A RATING SCALE TO BE COMPLETED BY THE TEACHERS ON A STUDENT'S ACHIEVEMENT, ABILITY, ATTITUDES, AND BEHAVIOR. THE QUESTIONS ALSO DEAL WITH A STUDENT'S FAMILY STATUS, RACE, AND SCHOOL ATTENDANCE. (NH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ED016000

Unified School District No. 1
Racine, Wisconsin

TITLE I, E.S.E.A., 1967-68

Dear _____:

In an effort to more adequately identify the elementary school children who are the most seriously educationally disadvantaged, and to specifically determine their most pressing needs and deficiencies, the Advisory Committee for Racine's Title I program has developed an Assessment Inventory. This inventory will be completed for each child who is enrolled in our ten project area schools.

The inventory was evaluated by over 60 teachers from inner-city, outer-city, and non-public elementary schools. It attempts to assess each child's achievement, ability, attitudes, behavior, and other characteristics related to learning. The results of the assessment will be:

1. The identification of those children most seriously disadvantaged.

2. A description of their most pressing needs.

3. Information which will provide direction for developing the Title I program for 1967-68 which will be specifically geared to meet the needs of those disadvantaged children identified.

We will, in short, be able to design a program based on the real needs of children. These are children who should receive additional programs and services, above and beyond what the regular school program offers. This is an expressed intent of Title I programs under the Elementary and Secondary Education Act.

In order to implement this assessment, it will be necessary to provide some assistance for the teachers in the 10 project area elementary schools. The assessment inventory takes approximately 15-20 minutes to complete for each child. We are attempting to provide one-half day of released time for each teacher to enable her to partially complete this massive task.

We are requesting the assistance of all the administrative and supervisory staff of the school district to aid in this project. Our funds for providing substitute teachers are far from sufficient, as is the number of substitute teachers.

Would you please come in to an inner-city elementary school and teach for as many half-days as possible during the period of January 22nd through February 2nd?

If you could, we ask you to complete the attached form and return it by January 12th to the Title I office, Administration Building.

Very truly,

David L. Sweeney

David L. Sweeney
Director
Title I

DLS/rp
att.

ED 003 127

TITLE I, E.S.E.A., 1967-68

Please complete the following by indicating which half-days you would be willing to work in an inner-city elementary school. You may request a grade level if you wish, or accept which ever assignment is given.

Name: _____

Position: _____

School or Location: _____

DATE	January 22	January 23	January 24	January 25	January 26
A.M.					
P.M.					

DATE	January 29	January 30	January 31	February 1	February 2
A.M.					
P.M.					

Thank you very much.

Please return to Title I office by January 12, 1968.

- STUDENT NUMBER

0 1 2 3 4 5 6 7 8 9

STANFORD SUBTESTS

+ - 0 1 2 3 4 5 6 7 8 9 1 2 3
0 0 0

MOBILITY

1 2 3 4 5

HALF-DAYS ABSENT
1965-66 _____
1966-67 _____

I.Q.

65-66
66-67

ATTENDANCE

10 20 30 40 50 60 70 80 90 100

SIBLINGS
OLDER
YOUNGER

0 1 2 3 4 5 6 7 8 9

65-66
66-67

0 1 2 3 4 5 6 7 8 9

W N O
ETHNIC

FATHER ABSENT

MOTHER ABSENT

LIVE WITH NEITHER

ASSESSMENT OF INDIVIDUALS AND NEEDS OF EDUCATIONALLY DISADVANTAGED CHILDREN

1	10	19	28	37	
2	11	20	29	38	
3	12	21	30	39	
4	13	22	31	40	
5	14	23	32	41	
6	15	24	33	42	
7	16	25	34		
8	17	26	35		
9	18	27	36		

STUDENT'S NAME _____

COVER SHEET

TITLE I ASSESSMENT INVENTORY

Name of child _____

Date of birth _____

Address _____

School _____

Grade _____

Teacher _____

Child's I.Q. at last testing _____

Grade at time of testing _____

Number of children in child's family Older _____

Younger _____

Circle the correct answer

1. The father is present in the child's home

Yes No

2. The mother is present in the child's home

Yes No

3. The race of the child is

Caucasian Negro Other (specify) _____

4. Number of half days attended in 1965-66 _____

Number of half days attended in 1966-67 _____

Schools attended by the child
(If child attended more than one school in any given year please specify the schools attended. In the case of those children who transferred into the Unified System from another school system, specify the school and/or system from which they transferred only. Do not list those schools attended prior to this.)

1966-67 _____ Grade _____

1965-66 _____ Grade _____

1964-65 _____ Grade _____

1963-64 _____ Grade _____

1962-63 _____ Grade _____

1961-62 _____ Grade _____

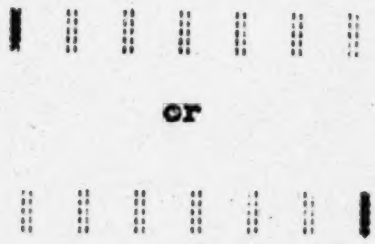
1960-61 _____ Grade _____

DIRECTIONS FOR COMPLETING THE STUDENT RATING SCALE

The IBM sheets are roughly divided in half. The top half of the page is for data about the child which will be filled in at the Central Office from information you have provided on the Cover Sheet and from other sources. You do not need to fill in any portion of the top half of the sheet.

The bottom half contains response forms for forty-two items of the Student Rating Scale. Each item provides for a choice of seven responses. These coincide with the seven point scale for each of the forty-two items on the Student Rating Scale. Thus, instead of marking the ranking directly on the scale you will make the appropriate mark on the IBM sheet.

The items on the Student Rating Scale have been set up on a continuum rating principle, utilizing a seven point scale. Each item is introduced by a stem that describes in a general way the student attributes to be dealt with. The two poles of the continuum describe the extremes of these attributes in a quantitative and/or qualitative way. If one of these descriptions fit the child you would make a mark between the first or last dotted lines as appropriate on the IBM answer sheet.



or

If the child's characteristics would indicate that he approaches the characteristics described by the statement at either end of the continuum, but does not quite fit the extremes implied by these statements you would mark the scale as shown below.

or

If the child is pretty much in between the two characteristics but leans in one direction or the other the scales would be marked as below.

or

If the child can best be described as neutral with respect to the characteristic being described, then the middle blank should be marked as such:

It can be observed that the continuum of the descriptive scale basically deals with frequency of occurance or intensity of characteristics, or both. These are to be ranked on a seven point continuum and it is important that the full range of the scale be utilized. This does not imply an indiscriminate use of the extremes of the scale but rather careful and considerate judgment as to the most accurate placement of the child on the scale.

Should a certain scale or scales ask for judgments about children for whom you do not feel you have enough insight or information, then leave the scale blank. However, this should not occur frequently. Use this sparingly.

It is felt that the characteristics being rated and the pole descriptions have been stated in explicit language. It is impossible to avoid a certain amount of inter-teacher variance in ratings but this can be minimized if you carefully study the wording of each scale.

BE SURE TO WRITE THE STUDENT'S NAME ON THE IBM ANSWER SHEET IN THE SPACE PROVIDED.

Revised
(12/18/67)

Unified School District No. 1
Racine, Wisconsin

ASSESSMENT OF INDIVIDUALS AND NEEDS OF EDUCATIONALLY DISADVANTAGED CHILDREN
TITLE I, E.S.E.A., 1967-68

I. Personal Data:

Name _____

Date of Birth _____

Grade Placement (1967-68) _____

School Enrolled _____

Home Address _____

Race: White _____ Negro _____ Spanish American or other _____

II. Achievement (To be completed by Central Office)

Actual Grade Placement at Time of Last Standardized Achievement Testing (grade and month) _____ - _____

Results in Grade Equivalent of Last Standardized Achievement Testing (Grade and month)

Sub-Test	Grade Equivalent National Norms	Amount Deficient
Word Meaning/Vocabulary	_____ - _____	_____ - _____
Paragraph Meaning/Reading	_____ - _____	_____ - _____
Spelling	_____ - _____	_____ - _____
Arithmetic Computation	_____ - _____	_____ - _____
Arithmetic Concepts	_____ - _____	_____ - _____
Social Studies	_____ - _____	_____ - _____
Science	_____ - _____	_____ - _____

III. Ability

Results in I. Q. of last standardized test _____

Grade Level at last standardized testing for intelligence _____ - _____
Grade Month

III. Ability (continued)

1. Is he slow or quick in responding or verbalizing?

Extremely slow	: : : : : :	Exceedingly rapid

2. Is the child able to express himself in words?

Frequently has difficulty in expressing himself in words	: : : : : :	Very capable of verbal self expression

IV. Attitudes

3. Is the child shy or confident in his social relationships?

Very self-conscious in his social relationships	: : : : : :	High degree of self-confidence in his social relationships

4. Does the child tend to worry or is he self-confident?

Constantly worrying, has many anxieties	: : : : : :	Child is self-confident shows appropriate and realistic worry or concern

5. How does the child react to examination or to discussion of himself or his problems?

Refuses to respond or to open up	: : : : : :	Open, willing to respond

6. Does the child appear to feel unwanted or disliked?

Frequently	: : : : : :	Very seldom

7. What is the nature of the child's academic self-confidence?

Very low negative	: : : : : :	Very high positive

8. In general, the child's self-concept would be best described as:

Very negative	: : : : : :	Very positive

9. Is the child indifferent towards school involvements or does he take an active interest?

Is indifferent, unconcerned	: : : : : :	Has an active interest in all aspects of the school program

10. Is the child consistent in the quality of his work?

Not consistent, quality of work varys greatly from day to day	: : : : : :	Very consistent

11. What is your estimate of the probabilities that this child will meet with adequate future academic success?

Probabilities very low	: : : : : :	Probabilities very high

12. What percentage of classroom verbal behavior is appropriate and pertinent?

Low percentage	: : : : : :	High percentage

13. How does the child react to failure or lack of success in his school work?

Seems resigned and accepting of failure or becomes frustrated and hostile	: : : : : :	Does not become defeated by failure, uses failures or mistakes positively

14. How flexible is the child?

Stubborn, inflexible, rigid	: : : : : :	Willing to try new procedures or methods

15. Is the child suspicious or trusting of the adults in the school?

Very suspicious distrusting	: : : : : :	Very trusting

V. Behavior

16. Does the child have unnecessary tardiness?

Frequently	: : : : : :	Very seldom

17. Does the child have ½ day or single day absences?

Very frequently	: : : : : :	Very seldom

18. Does the child show compliance to classroom and school rules and regulations?

Very seldom	: : : : : :	Nearly always

19. How does the child relate to personnel in authority?

Generally defiant	: : : : : :	Usually respectful

20. Does the child distract other students in the school program?

Frequently	: : : : : :	Very seldom

21. In general how would you rate the child with respect to school behavior?

Uncooperative troublesome	: : : : : :	Cooperative, does not create any problems

22. Is the child's attention span sustained?

Distracted, jumps rapidly from one thing to another	: : : : : :	Able to hold attention for long periods

23. Is the child a good listener?

Has very poor listening habits	: : : : : :	Is a very good listener

24. Is the child restless in school?

Frequently	: : : : : :	Very seldom

25. Does the child show adequate psychomotor coordination?

Significantly below age peers	: : : : : :	Significantly above his age peers

26. What is the child's physical output of energy?

Extremely sluggish	: : : : : :	Energetic vivacious

27. Is the child easily fatigued?

Becomes exhausted easily, poor recovery from strenuous activity	: : : : : :	Usually vigorous and robust, quick recovery from strenuous activity

28. Does the child tend to initiate conversation with the teacher and other staff?

Speaks very rarely, seldom initiates conversation	: : : : : :	Talks frequently, initiates conversation with teacher

29. Does the child engage in a wide variety of skills and activities requiring physical ability and coordination?

Very seldom	: : : : : :	Very often

30. Does the child act impulsively or cautiously?

Impulsive, bolts, acts on the spur of the moment		Reflective deliberate

31. Does the child make alibies or excuses for mistakes?

Frequently alibies or makes excuses	: : : : : :	Seldom alibies, accepts consequences of his actions

32. Does the child get into fights with other children?

Frequently	: : : : : :	Very seldom

VI. Other Characteristics Related to Learning

33. Is the child generally in good physical health?

Frequently in poor health	: : : : : :	Generally in good health

34. Are the child's social habits indicative of desirable social maturity?

Immature	: : : : : :	Mature

35. Does the child tend to be even-tempered or moody?

Has frequent periods of extreme elation, depression, or negative outbursts	: : : : : :	Usually very even tempered

36. Are the child's feelings easily hurt?

Feelings are easily hurt, frequently hurt _____ : : : : : _____ Feelings are very seldom hurt

37. Is the child dressed appropriately?

Usually dressed inappropriately for conditions _____ : : : : : _____ Dressed always appropriately for conditions

38. Does the child participate in music activities provided for his grade?

The child participates diffidently or not at all _____ : : : : : _____ The child participates with wholesome enthusiasm

39. Does the child show progress in musical skills? (Proper use of the voice in singing, sings in time, responds in bodily movements to music in coordinated, graceful patterns. Listens well and is learning to use his discriminatory powers.)

The child exhibits little, if any progress _____ : : : : : _____ The child exhibits a great deal of progress

40. Does the child show evidence of participating in a wide range of art activities?

The child participates in little, if any, art activity other than that which is specifically designed _____ : : : : : _____ The child participates in a wide variety of art activities, many of which are on the child's own initiative

41. Does the child demonstrate skill in the use of materials and equipment utilized in art activities, and a knowledge of art techniques?

The child demonstrates little skill or knowledge in the above areas _____ : : : : : _____ The child demonstrates a high degree of skill and knowledge in the above areas

42. Does the child draw, to express pictorially, ideas that are related to his own experiences and reflective of his own environment?

Child's drawings, seldom, if ever, are expressions of his own experiences or environment

: : : : : :

The child very frequently expresses in pictures a wide variety of ideas related to his own experience and environment